

Taking Stock: Secondary Literacy Intervention: What's in Place? What's Next?

7 Essential Elements of Effective Reading Intervention

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|----|---|---|
| 1. | Assess all struggling students beyond State Tests & Grades:
Do you have an assessment system in place that is efficient,
reliable & Valid? (does it tell you the "what & why" of your students needs?)
✓ Does it include someone actually listening to them read out loud
to determine the if decoding and/or fluency are impairing their comprehension? | <u>No Sort of Yes</u>
1 2 3 4 5 |
| | | |
| 2. | Group students by literacy/language NEEDS - not age/grade
Are you currently grouping students by assessed literacy/language needs?
(including English Language Development 'ELD' as appropriate) | 1 2 3 4 5 |
| | | |
| 3. | Schedule length of classes based upon severity of student need
Do you currently offer Level 1 and Level 2 reading classes from 1-2 & 1/2 hrs
Per day? | 1 2 3 4 5 |
| | | |
| | Are all categorical programs integrated & coordinated (Sped, Title, ELL)
to maximize efficiency and program coherence? | 1 2 3 4 5 |

4. Selection of a research based/validated curriculum as the program "anchor", supplement as student needs/progress indicate 1 2 3 4 5
Do you have research based/validated curriculum programs in place for all three levels of reading intervention & support?
- 4.5 Is there are range of program focus (e.g. decoding, fluency, vocabulary, comprehension, writing, language development) matched to student needs? 1 2 3 4 5
5. Select knowledgeable and enthusiastic teachers - passion matters! 1 2 3 4 5
Are you satisfied with how you select and support your reading intervention staff?
6. Provide high quality - curriculum specific professional development? 1 2 3 4 5
Are all intervention teachers well trained in the use of the various curricula used in their classrooms? Access to age appropriate books students can & want to read?

7. Monitor student progress - accelerate as quickly as possible, 1 2 3 4 5
adjust program as required (few "intervention lifers").
Regular intervention team meetings to go over student progress data, adjust programs,
brainstorm/problem solve/etc. at least monthly.

Questions - Implications - Next Steps?

What more do you need to know?

Who needs to do what?

How can each member of the team here at the table today - be part of the solution?